



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 8

Test Date: March 2009  
Code: 11341355  
SAU: Portland Public Schools  
School: Lyman Moore Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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# SUMMARY OF SCORES

Test Date: March 2009

Grade: 8

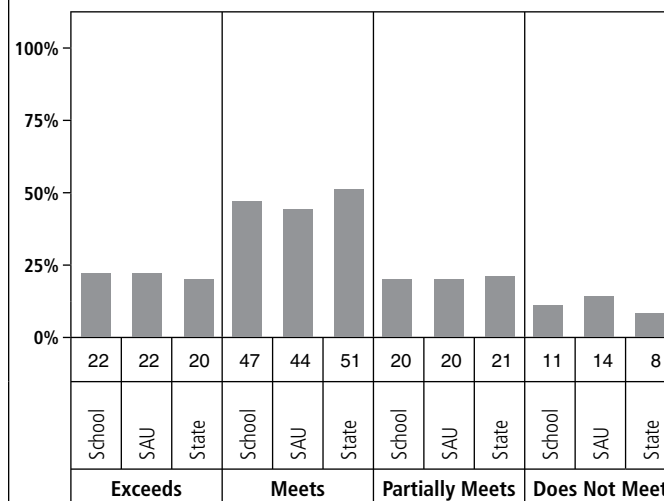
SAU: Portland Public Schools

School: Lyman Moore Middle School

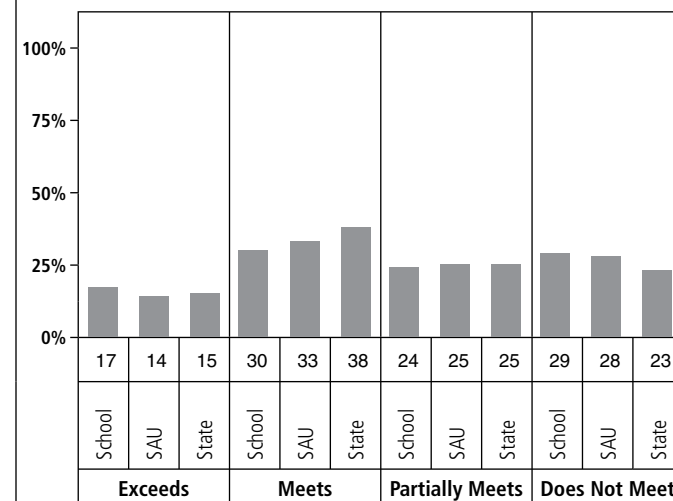
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	845	845	847
2007–2008	849	850	849
<b>2008–2009</b>	<b>849</b>	<b>849</b>	<b>850</b>
Cum. Avg.*	848	848	849
<b>Mathematics</b>			
2006–2007	839	839	842
2007–2008	838	840	841
<b>2008–2009</b>	<b>840</b>	<b>840</b>	<b>843</b>
Cum. Avg.*	839	840	842
<b>Science</b>			
<b>2008–2009 **</b>	<b>845</b>	<b>843</b>	<b>846</b>

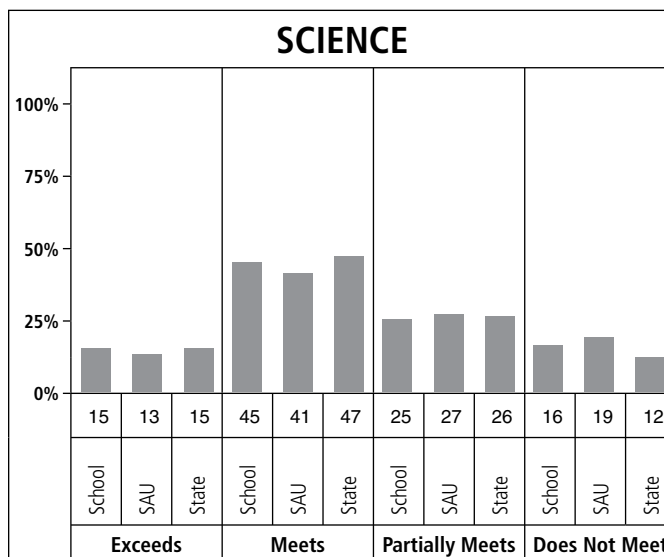
## ELA – READING



## MATHEMATICS



## SCIENCE



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

\*\* Because science standards were reset in May 2009, no historical data are available

# SUMMARY OF STUDENT PARTICIPATION

Test Date:	March 2009
Grade:	8
SAU:	Portland Public Schools
School:	Lyman Moore Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						Science					
	n		n		n		n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%		%		%		%	
<b>Total number of students</b>	166	100	497	100	14804	100	164	99	483	97	14659	99	164	99	483	97	14653	99	164	99	484	98	14626	99
<b>Ethnicity</b> African American/Black	24	14	90	18	377	3	24	100	84	93	366	97	24	100	87	97	371	98	24	100	87	97	367	97
American Indian or Native Alaskan	0	0	3	1	119	1	0	0	3	100	117	99	0	0	3	100	115	97	0	0	3	100	116	98
Asian or Pacific Islander	11	7	48	10	238	2	11	100	44	92	232	97	11	100	44	92	234	98	11	100	44	92	234	98
Hispanic	7	4	20	4	192	1	7	100	20	100	188	98	7	100	20	100	191	100	7	100	20	100	190	99
Caucasian/White	124	75	336	68	13878	94	122	98	332	99	13756	99	122	98	329	98	13742	99	122	98	330	99	13719	99
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Identified disability</b>	26	16	78	16	2489	17	26	100	77	100	2434	99	26	100	76	99	2424	98	26	100	76	99	2418	98
<b>Current LEP</b>	23	14	107	22	349	2	23	100	99	93	331	95	23	100	102	95	342	98	23	100	102	95	338	97
<b>Economically disadvantaged</b>	66	40	234	47	5460	37	64	97	222	95	5380	99	64	97	225	97	5377	99	64	97	225	97	5359	98
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100	0	0	0	0	6	100

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n		n		n		n		n		n		n		n		n	
	%		%		%		%		%		%		%		%		%	
<b>Participation without accommodations</b>	140	84	340	68	12132	82	141	85	338	68	12124	82	142	86	339	68	12169	82
Identified disability (PET/IEP)	5	4	12	4	379	3	6	4	12	4	380	3	6	4	12	4	425	3
LEP	19	14	29	9	166	1	19	13	29	9	169	1	19	13	28	8	168	1
504 plan	2	1	4	1	200	2	2	1	4	1	200	2	2	1	4	1	202	2
<b>Participation with accommodations</b>	21	13	133	27	2349	16	20	12	135	27	2347	16	19	11	135	27	2288	15
Identified disability (PET/IEP)	18	86	55	41	1877	80	17	85	54	40	1862	79	17	89	54	40	1824	80
LEP	4	19	68	51	158	7	4	20	71	53	167	7	4	21	72	53	165	7
504 plan	0	0	4	3	70	3	0	0	4	3	70	3	0	0	4	3	66	3
Other	3	14	19	14	292	12	3	15	19	14	297	13	2	11	18	13	280	12
<b>Participation through alternate assessment (PAAP)</b>	3	2	10	2	178	1	3	2	10	2	182	1	3	2	10	2	169	1
Identified disability (PET/IEP)	3	100	10	100	178	100	3	100	10	100	182	100	3	100	10	100	169	100
LEP	0	0	2	20	7	4	0	0	2	20	6	3	0	0	2	20	5	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	0	0												
<b>Approved non-participation – special consideration</b>	0	0	1	0	32	0	0	0	1	0	34	0	0	0	1	0	38	0
<b>Non-participation – other</b>	2	1	13	3	113	1	2	1	13	3	117	1	2	1	12	2	140	1

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Portland Public Schools  
School: Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 862–880)	2006-2007	24	12	75	15	2407	16
	2007-2008	50	27	132	28	3428	23
	<b>2008-2009</b>	<b>36</b>	<b>22</b>	<b>103</b>	<b>22</b>	<b>2857</b>	<b>20</b>
	Cum. Total*	110	20	310	21	8692	19
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 842–860)	2006-2007	101	52	234	46	7494	49
	2007-2008	71	39	189	41	7179	48
	<b>2008-2009</b>	<b>76</b>	<b>47</b>	<b>210</b>	<b>44</b>	<b>7431</b>	<b>51</b>
	Cum. Total*	248	46	633	44	22104	49
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 830–840)	2006-2007	38	19	112	22	3628	24
	2007-2008	28	15	69	15	2706	18
	<b>2008-2009</b>	<b>32</b>	<b>20</b>	<b>93</b>	<b>20</b>	<b>2979</b>	<b>21</b>
	Cum. Total*	98	18	274	19	9313	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 800–828)	2006-2007	32	16	87	17	1810	12
	2007-2008	33	18	74	16	1611	11
	<b>2008-2009</b>	<b>17</b>	<b>11</b>	<b>67</b>	<b>14</b>	<b>1214</b>	<b>8</b>
	Cum. Total*	82	15	228	16	4635	10

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.1	62.7	34.5	61.6	35.5	63.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.4	62.0	12.1	60.5	12.3	61.5
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	22.7	63.1	22.4	62.2	23.2	64.4

The MEA measures student achievement of the interconnected elements of the reading process based on questions related to literary and informational/persuasive reading passages. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Portland Public Schools  
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	161	36	22	76	47	32	20	17	11	849	473	22	44	20	14	849	14481	20	51	21	8	850
Ethnicity																						
African American/Black	24	2	8	8	33	7	29	7	29	840	83	7	31	31	30	839	362	8	43	29	20	843
American Indian or Native Alaskan	0										2						116	10	46	26	18	843
Asian or Pacific Islander	11	3	27	6	55	2	18	0	0	854	44	11	43	25	20	843	231	28	43	19	10	851
Hispanic	7	0	0	3	43	3	43	1	14	839	20	0	55	25	20	842	186	17	48	23	12	847
Caucasian/White	119	31	26	59	50	20	17	9	8	851	324	28	47	15	9	852	13586	20	52	20	8	850
Not Reported	0										0						0					
Identified disability																						
Yes	23	0	0	6	26	6	26	11	48	831	67	1	25	30	43	833	2256	2	25	40	34	834
No	138	36	26	70	51	26	19	6	4	852	406	25	48	18	9	851	12225	23	56	17	4	853
Current LEP																						
Yes	23	0	0	4	17	14	61	5	22	836	97	0	26	40	34	834	324	5	34	36	26	838
No	138	36	26	72	52	18	13	12	9	852	376	27	49	14	9	852	14157	20	52	20	8	850
Economically disadvantaged																						
Yes	61	6	10	18	30	22	36	15	25	839	213	6	37	31	26	839	5277	10	46	29	15	844
No	100	30	30	58	58	10	10	2	2	856	260	35	51	10	4	856	9204	26	54	16	5	853
Migrant																						
Yes	0										0						5	0	40	60	0	841
No	161	36	22	76	47	32	20	17	11	849	473	22	44	20	14	849	14476	20	51	21	8	850
Gender																						
Female	63	18	29	29	46	12	19	4	6	852	221	25	46	16	13	850	7074	25	51	18	6	852
Male	98	18	18	47	48	20	20	13	13	848	252	19	43	23	15	847	7407	14	51	23	11	847
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	7	0	0	3	43	3	43	1	14	839	158	27	40	18	15	850	857	9	43	35	14	843
No	154	36	23	73	47	29	19	16	10	850	315	19	47	21	14	848	13624	20	52	20	8	850
Gifted/talented program																						
Yes	8	7	88	1	13	0	0	0	0	872	17	82	18	0	0	872	700	69	30	1	0	867
No	153	29	19	75	49	32	21	17	11	848	456	20	45	20	15	848	13781	17	52	22	9	849

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Portland Public Schools

School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	2	15	2	15	3	23	6	46	837	9	7	26	31	36	837	8	8	39	29	24	841
B. less than one hour	52	19	23	46	55	11	13	7	8	851	47	21	47	20	11	849	51	17	53	22	8	849
C. one to two hours	37	13	22	28	47	15	25	3	5	851	41	25	47	17	10	851	36	24	52	18	5	852
D. more than two hours	3	2	40	0	0	2	40	1	20	848	3	50	29	14	7	860	5	29	45	18	9	852
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	30	23	48	20	42	4	8	1	2	859	35	35	46	12	7	855	31	35	50	11	4	856
B. good	55	12	14	48	55	16	18	11	13	847	48	20	46	19	14	848	47	16	55	21	7	849
C. fair	12	1	5	6	32	9	47	3	16	840	14	3	41	39	17	840	18	5	47	33	15	842
D. poor	3	0	0	1	20	2	40	2	40	832	3	8	23	38	31	839	3	2	39	37	22	839
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	28	13	29	21	47	8	18	3	7	852	28	31	46	15	7	854	32	27	54	14	5	853
B. They match some of what I have learned.	54	22	26	41	48	18	21	4	5	851	54	22	49	21	8	851	52	18	53	22	8	850
C. They match just a little of what I have learned.	15	1	4	11	48	3	13	8	35	840	14	9	36	22	33	840	12	11	45	29	15	844
D. There is no match.	3	0	0	3	60	1	20	1	20	843	5	9	23	32	36	834	4	6	34	33	26	838
<b>How difficult was the reading part of this test?</b>																						
A. more difficult than my regular schoolwork	14	1	5	13	59	7	32	1	5	847	16	5	41	28	26	840	15	13	42	28	17	844
B. about the same as my regular schoolwork	64	24	24	47	47	17	17	12	12	850	64	26	46	18	10	851	64	19	53	20	7	850
C. easier than my regular schoolwork	22	11	31	16	46	6	17	2	6	853	20	26	47	18	9	852	22	25	52	16	6	852
<b>How difficult were the reading passages on this test?</b>																						
A. Most of the passages were more difficult than what I normally read.	11	0	0	7	41	7	41	3	18	839	13	5	30	40	25	838	8	6	34	34	26	838
B. Most of the passages were about the same as what I normally read.	47	10	14	40	54	16	22	8	11	847	50	15	48	22	14	846	52	14	54	24	8	848
C. Most of the passages were easier than what I normally read.	42	26	39	28	42	7	11	5	8	856	37	40	46	9	5	858	40	30	53	13	4	855
<b>How hard did you try on the reading part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	27	6	14	21	49	11	26	5	12	847	32	13	43	28	17	845	39	19	50	22	9	849
B. I tried about the same as I do on my regular schoolwork.	61	26	27	48	49	14	14	9	9	852	58	27	48	15	9	852	54	21	53	19	7	851
C. I did not try as hard on this test as I do on my regular schoolwork.	11	4	22	6	33	5	28	3	17	845	10	28	32	21	19	848	7	12	46	27	15	845
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	19	11	35	15	48	5	16	0	0	856	20	28	49	14	9	853	19	26	53	15	6	853
B. 20 minutes to an hour	46	19	26	40	55	11	15	3	4	853	47	28	45	18	8	852	40	25	52	17	6	852
C. less than 20 minutes	10	1	6	7	44	5	31	3	19	842	15	10	46	24	19	843	15	18	51	21	10	849
D. I rarely read at home.	25	5	13	14	36	9	23	11	28	842	18	10	40	27	24	842	26	7	50	30	13	844
<b>How do you feel about the following statement?</b>																						
<b>"My knowledge of reading will be useful to me as an adult."</b>																						
A. strongly agree	48	23	30	36	47	12	16	6	8	852	48	28	44	16	11	851	42	27	51	15	6	853
B. agree	43	12	18	34	50	13	19	9	13	848	44	17	48	21	13	848	50	15	53	23	9	848
C. disagree	7	1	9	3	27	5	45	2	18	841	6	7	29	39	25	838	7	8	46	32	14	843
D. strongly disagree	3	0	0	3	75	1	25	0	0	845	2	14	57	29	0	847	2	6	39	35	21	840
<b>Optional school/SAU question</b>																						
A.	10	0	0	0	0	1	100	0	0	834	19	0	40	40	20	836						
B.	30	0	0	1	33	0	0	2	67	829	31	13	25	13	50	839						
C.	40	0	0	2	50	1	25	1	25	843	23	0	33	33	33	840						
D.	20	0	0	1	50	0	0	1	50	836	27	29	14	14	43	839						

# MATHEMATICS RESULTS

Test Date:	March 2009
Grade:	8
SAU:	Portland Public Schools
School:	Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 862–880)	2006-2007	18	9	57	11	1952	13
	2007-2008	20	11	53	11	1657	11
	<b>2008-2009</b>	<b>28</b>	<b>17</b>	<b>67</b>	<b>14</b>	<b>2116</b>	<b>15</b>
	Cum. Total*	66	12	177	12	5725	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 842–860)	2006-2007	63	32	172	34	5870	38
	2007-2008	57	32	179	39	5956	40
	<b>2008-2009</b>	<b>48</b>	<b>30</b>	<b>158</b>	<b>33</b>	<b>5443</b>	<b>38</b>
	Cum. Total*	168	31	509	35	17269	39
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 830–840)	2006-2007	60	31	143	28	3982	26
	2007-2008	42	23	103	22	3729	25
	<b>2008-2009</b>	<b>39</b>	<b>24</b>	<b>116</b>	<b>25</b>	<b>3556</b>	<b>25</b>
	Cum. Total*	141	26	362	25	11267	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 800–828)	2006-2007	54	28	140	27	3534	23
	2007-2008	61	34	129	28	3579	24
	<b>2008-2009</b>	<b>46</b>	<b>29</b>	<b>132</b>	<b>28</b>	<b>3356</b>	<b>23</b>
	Cum. Total*	161	30	401	28	10469	23

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>56</b>	<b>100</b>	27.1	48.4	27.1	48.4	28.6	51.1
<b>A. Number</b>	<b>8</b>	<b>14</b>	3.7	46.3	3.5	43.8	3.7	46.3
<b>B. Data</b>	<b>16</b>	<b>29</b>	8.9	55.6	8.7	54.4	8.9	55.6
<b>C. Geometry</b>	<b>12</b>	<b>21</b>	4.5	37.5	4.6	38.3	5.0	41.7
<b>D. Algebra</b>	<b>20</b>	<b>36</b>	10.0	50.0	10.3	51.5	10.9	54.5

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Portland Public Schools  
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	161	28	17	48	30	39	24	46	29	840	473	14	33	25	28	840	14471	15	38	25	23	843
<b>Ethnicity</b>																						
African American/Black	24	2	8	4	17	6	25	12	50	827	86	6	19	28	48	829	367	6	24	26	44	831
American Indian or Native Alaskan	0										2						114	5	31	32	32	836
Asian or Pacific Islander	11	3	27	4	36	3	27	1	9	851	44	16	25	30	30	841	233	27	33	20	21	847
Hispanic	7	1	14	2	29	1	14	3	43	836	20	5	35	20	40	834	190	8	31	26	34	836
Caucasian/White	119	22	18	38	32	29	24	30	25	841	321	17	38	23	22	843	13567	15	38	25	22	843
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	0	0	2	9	4	17	17	74	818	66	0	14	18	68	822	2242	2	12	22	63	824
No	138	28	20	46	33	35	25	29	21	843	407	16	37	26	21	843	12229	17	42	25	16	846
<b>Current LEP</b>																						
Yes	23	0	0	2	9	6	26	15	65	821	100	2	12	28	58	825	336	6	18	26	51	829
No	138	28	20	46	33	33	24	31	22	843	373	17	39	24	20	844	14135	15	38	25	23	843
<b>Economically disadvantaged</b>																						
Yes	61	5	8	8	13	14	23	34	56	827	216	6	20	26	48	830	5270	6	30	28	36	835
No	100	23	23	40	40	25	25	12	12	847	257	21	44	23	11	848	9201	20	42	22	16	847
<b>Migrant</b>																						
Yes	0										0						5	0	0	40	60	828
No	161	28	17	48	30	39	24	46	29	840	473	14	33	25	28	840	14466	15	38	25	23	843
<b>Gender</b>																						
Female	63	12	19	18	29	15	24	18	29	841	220	14	34	25	26	841	7070	15	39	25	22	843
Male	98	16	16	30	31	24	24	28	29	839	253	14	33	24	29	839	7401	14	36	25	25	842
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	7	1	14	0	0	0	0	6	86	820	158	18	34	21	27	843	857	5	25	33	37	835
No	154	27	18	48	31	39	25	40	26	841	315	12	33	26	29	839	13614	15	38	24	22	843
<b>Gifted/talented program</b>																						
Yes	8	7	88	1	13	0	0	0	0	871	17	82	18	0	0	870	700	68	27	3	1	866
No	153	21	14	47	31	39	25	46	30	838	456	12	34	25	29	839	13771	12	38	26	24	841

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 8

SAU: Portland Public Schools

School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	2	15	0	0	3	23	8	62	824	9	10	10	21	60	826	8	8	24	24	44	833
B. less than one hour	52	14	17	28	34	23	28	18	22	842	46	14	31	29	26	841	51	12	38	26	23	842
C. one to two hours	37	11	19	19	32	12	20	17	29	841	41	15	43	21	21	843	36	19	40	23	19	845
D. more than two hours	3	1	20	1	20	0	0	3	60	832	3	20	33	20	27	842	5	19	36	22	23	844
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	26	19	46	11	27	7	17	4	10	853	28	29	39	15	17	849	28	33	41	15	11	852
B. good	46	9	12	31	42	14	19	19	26	841	46	13	38	23	26	841	45	11	43	25	21	842
C. fair	21	0	0	5	15	15	45	13	39	829	20	2	23	42	33	833	21	3	27	35	35	834
D. poor	8	0	0	1	8	1	8	10	83	818	6	0	14	24	62	823	5	2	14	30	54	828
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	30	13	27	15	31	11	23	9	19	846	28	18	40	23	20	845	28	23	41	21	15	848
B. They match some of what I have learned.	47	13	17	24	32	18	24	20	27	841	50	15	35	27	23	842	52	13	40	25	21	843
C. They match just a little of what I have learned.	21	2	6	9	27	8	24	14	42	831	17	12	29	22	37	835	16	8	28	30	34	836
D. There is no match.	3	0	0	0	0	1	25	3	75	815	6	4	12	23	62	821	4	5	15	22	58	826
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	41	3	5	19	29	22	34	21	32	834	38	8	25	28	39	833	32	6	34	29	32	837
B. about the same as my regular schoolwork	48	15	20	26	34	13	17	22	29	842	49	13	41	26	20	843	52	13	41	25	20	843
C. easier than my regular schoolwork	10	10	63	3	19	2	13	1	6	856	12	43	34	11	13	854	16	39	35	13	13	853
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	30	6	13	15	32	16	34	10	21	839	32	10	26	33	31	836	42	12	38	26	25	841
B. I tried about the same as I do on my regular schoolwork.	61	21	22	31	32	17	18	27	28	842	58	18	39	20	22	844	52	17	39	23	20	845
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	7	2	14	4	29	7	50	827	10	4	33	26	37	834	7	12	27	27	35	837
How often do you use calculators in mathematics class?																						
A. almost every day	43	10	14	29	42	14	20	16	23	841	30	17	42	21	19	844	34	18	40	22	20	845
B. two or three days a week	39	13	21	16	25	18	29	16	25	841	40	16	32	29	23	842	35	14	38	26	21	843
C. two or three times each month	13	4	20	3	15	4	20	9	45	837	19	13	31	22	34	838	18	12	37	27	24	841
D. never or almost never	5	1	13	0	0	2	25	5	63	826	11	4	27	20	49	830	13	9	32	25	34	837
How often do you use laptops in mathematics class?																						
A. almost every day	3	0	0	0	0	0	0	4	100	812	10	23	41	9	27	842	9	13	38	23	26	841
B. two or three days a week	8	1	8	4	31	3	23	5	38	834	15	4	26	31	38	833	17	11	37	26	26	841
C. two or three times each month	43	18	26	24	35	15	22	12	17	845	34	16	38	26	19	843	28	15	40	25	20	844
D. never or almost never	46	9	12	20	27	20	27	25	34	837	41	15	32	25	28	841	46	16	36	24	23	843
How do you feel about the following statement?																						
“My knowledge of mathematics will be useful to me as an adult.”																						
A. strongly agree	56	21	24	29	33	20	22	19	21	844	54	19	38	21	22	844	52	19	41	22	18	846
B. agree	36	7	12	17	30	13	23	20	35	837	38	11	33	28	28	839	39	11	35	27	27	840
C. disagree	4	0	0	0	0	3	43	4	57	819	5	0	16	32	52	826	6	7	28	26	39	835
D. strongly disagree	4	0	0	2	33	1	17	3	50	828	2	0	27	27	45	829	3	4	25	28	43	832
Optional school/SAU question																						
A.	10	0	0	0	0	1	100	0	0	838	19	0	20	40	40	832						
B.	30	0	0	0	0	0	0	3	100	808	30	0	25	13	63	825						
C.	40	1	25	1	25	0	0	2	50	837	26	14	14	29	43	833						
D.	20	0	0	0	0	1	50	1	50	820	26	0	29	29	43	830						

# SCIENCE RESULTS

Test Date: March 2009  
Grade: 8  
SAU: Portland Public Schools  
School: Lyman Moore Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 862–880)	2008-2009*	24	15	62	13	2155	15
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 842–860)	2008-2009*	72	45	195	41	6687	47
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 828–840)	2008-2009*	40	25	128	27	3672	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 800–826)	2008-2009*	25	16	89	19	1749	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Science Total Points</b>	56	100	31.5	56.3	30.2	53.9	32.0	57.1
<b>D. The Physical Setting</b>	31	55	17.2	55.5	16.2	52.3	17.1	55.2
<b>D1/D2 Earth/Space</b>	17	30	9.3	54.7	8.8	51.8	9.4	55.3
<b>D3/D4 Matter and Energy/Force and Motion</b>	14	25	8.0	57.1	7.3	52.1	7.7	55.0
<b>E. The Living Environment</b>	25	45	14.3	57.2	14.0	56.0	14.9	59.6

The MEA assesses students’ science knowledge based on questions that measure the science accountability content standards highlighted in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting  
D1 - Universe and Solar System  
D2 - Earth  
D3 - Matter and Energy  
D4 - Force and Motion

Content Standard E. The Living Environment  
E1 - Biodiversity  
E2 - Ecosystems  
E3 - Cells  
E4 - Heredity and Reproduction  
E5 - Evolution

# SCIENCE RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 8  
 SAU: Portland Public Schools  
 School: Lyman Moore Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	161	24	15	72	45	40	25	25	16	845	474	13	41	27	19	843	14263	15	47	26	12	846
<b>Ethnicity</b>																						
African American/Black	24	0	0	8	33	7	29	9	38	834	86	2	24	36	37	831	360	4	31	35	30	835
American Indian or Native Alaskan	0										2						114	8	39	31	22	839
Asian or Pacific Islander	11	2	18	7	64	2	18	0	0	853	44	7	41	27	25	840	230	20	44	23	13	848
Hispanic	7	1	14	2	29	3	43	1	14	842	20	5	30	50	15	838	184	9	45	29	16	842
Caucasian/White	119	21	18	55	46	28	24	15	13	847	322	17	46	23	13	847	13375	15	47	25	12	846
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	23	0	0	3	13	7	30	13	57	827	66	3	18	30	48	829	2221	3	22	36	38	832
No	138	24	17	69	50	33	24	12	9	848	408	15	45	26	14	845	12042	17	51	24	7	848
<b>Current LEP</b>																						
Yes	23	1	4	5	22	9	39	8	35	834	100	2	15	40	43	829	331	4	20	39	37	832
No	138	23	17	67	49	31	22	17	12	847	374	16	48	24	12	847	13932	15	48	25	12	846
<b>Economically disadvantaged</b>																						
Yes	61	4	7	13	21	24	39	20	33	834	216	4	24	38	34	833	5184	6	40	33	21	840
No	100	20	20	59	59	16	16	5	5	852	258	21	56	18	6	851	9079	20	51	21	8	849
<b>Migrant</b>																						
Yes	0										0						5	0	0	80	20	829
No	161	24	15	72	45	40	25	25	16	845	474	13	41	27	19	843	14258	15	47	26	12	846
<b>Gender</b>																						
Female	63	8	13	25	40	20	32	10	16	843	222	11	41	29	19	842	6953	14	47	28	11	846
Male	98	16	16	47	48	20	20	15	15	846	252	15	41	25	19	844	7310	16	46	24	13	846
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	7	0	0	2	29	1	14	4	57	833	158	18	39	26	17	845	828	5	35	40	20	839
No	154	24	16	70	45	39	25	21	14	846	316	11	42	28	20	842	13435	16	48	25	12	846
<b>Gifted/talented program</b>																						
Yes	8	5	63	3	38	0	0	0	0	867	17	65	29	6	0	866	699	65	34	2	0	865
No	153	19	12	69	45	40	26	25	16	844	457	11	42	28	19	842	13564	13	48	27	13	845

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# SCIENCE RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009  
 Grade: 8  
 SAU: Portland Public Schools  
 School: Lyman Moore Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	1	8	3	23	4	31	5	38	832	9	7	19	28	47	829	8	8	34	28	30	837
B. less than one hour	52	10	12	46	55	17	20	10	12	846	46	12	42	30	16	843	51	14	48	27	11	846
C. one to two hours	37	13	22	21	36	17	29	8	14	847	41	17	46	24	14	846	36	19	48	24	9	848
D. more than two hours	3	0	0	2	40	1	20	2	40	839	3	13	53	13	20	845	5	17	49	20	14	847
<b>Which of the following best describes how you rate yourself as a student in science?</b>																						
A. very good	35	13	24	29	53	6	11	7	13	851	30	21	50	15	14	849	23	27	47	17	8	851
B. good	46	11	15	37	51	19	26	6	8	847	53	13	44	31	12	844	53	15	50	26	10	847
C. fair	16	0	0	4	15	12	46	10	38	830	13	2	26	35	37	832	20	4	43	35	18	840
D. poor	3	0	0	2	40	1	20	2	40	837	4	0	11	21	68	825	4	4	27	34	35	834
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about science?</b>																						
A. The questions on the test match what I have learned in science class.	29	9	20	27	59	7	15	3	7	852	24	19	57	18	6	851	26	20	49	23	9	849
B. They match some of what I have learned.	46	12	16	32	43	20	27	10	14	844	50	14	42	33	11	845	51	14	48	26	11	846
C. They match just a little of what I have learned.	21	3	9	13	38	11	32	7	21	841	19	8	34	27	31	838	18	13	44	28	15	844
D. There is no match.	4	0	0	0	0	1	17	5	83	826	7	0	10	10	81	819	4	5	33	30	32	836
<b>How difficult was the science part of this test?</b>																						
A. more difficult than my regular schoolwork	28	7	16	14	32	12	27	11	25	842	35	13	31	26	30	839	32	13	45	28	14	844
B. about the same as my regular schoolwork	66	16	16	50	49	25	24	12	12	846	58	14	48	27	11	846	56	15	49	25	11	847
C. easier than my regular schoolwork	6	1	10	6	60	2	20	1	10	849	7	16	44	28	13	846	11	21	43	22	13	847
<b>How hard did you try on the science part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	30	7	15	24	50	8	17	9	19	845	32	11	39	24	27	840	39	14	47	27	12	845
B. I tried about the same as I do on my regular schoolwork.	62	16	16	45	46	26	27	11	11	847	58	15	47	27	10	847	55	17	48	25	10	847
C. I did not try as hard on this test as I do on my regular schoolwork.	8	1	8	3	23	5	38	4	31	837	9	12	23	28	37	834	6	8	36	29	26	839
<b>Which courses do you plan to take before you graduate from high school?</b>																						
A. earth and space science and/or biology	23	4	11	21	58	7	19	4	11	847	29	6	39	33	21	839	26	9	48	29	14	844
B. the course(s) described in A, plus chemistry	20	4	13	12	38	10	31	6	19	841	22	12	45	28	15	844	23	17	49	22	12	847
C. the course(s) described in B, plus physics	35	13	23	26	46	10	18	7	13	850	29	26	48	14	11	851	21	31	44	17	7	852
D. a life science and physical science class	22	2	6	13	37	12	34	8	23	839	20	6	34	34	26	837	30	7	46	32	14	842
<b>How well does the following statement reflect your future goals? "I am interested in a career related to science, technology, engineering, or mathematics."</b>																						
A. strongly agree	29	10	22	19	41	10	22	7	15	847	30	16	41	21	21	844	27	23	47	20	10	849
B. agree	41	7	11	34	52	16	25	8	12	845	34	10	45	31	14	843	37	14	47	27	12	846
C. disagree	24	7	18	16	42	8	21	7	18	845	27	15	43	23	19	844	25	11	48	29	12	845
D. strongly disagree	7	0	0	3	27	5	45	3	27	838	8	11	29	37	24	838	11	9	44	31	17	842
<b>How do you feel about the following statement? "My knowledge of science will be useful to me as an adult."</b>																						
A. strongly agree	37	15	25	25	42	11	19	8	14	849	36	19	43	20	18	846	31	22	46	22	10	849
B. agree	50	9	11	39	49	21	26	11	14	845	51	12	44	30	15	844	50	14	49	26	11	846
C. disagree	11	0	0	8	47	7	41	2	12	840	11	6	37	29	29	836	14	9	45	31	15	843
D. strongly disagree	3	0	0	0	0	0	0	4	100	824	2	0	18	36	45	830	5	3	38	34	25	837
<b>Optional school/SAU question</b>																						
A.	10	0	0	0	0	1	100	0	0	830	19	0	0	60	40	825						
B.	30	0	0	0	0	0	0	3	100	816	30	0	38	0	63	826						
C.	40	0	0	2	50	1	25	1	25	837	26	0	29	29	43	830						
D.	20	0	0	1	50	0	0	1	50	836	26	14	14	29	43	832						

E = Exceeds the Standards    M = Meets the Standards    P = Partially Meets the Standards    D = Does Not Meet the Standards  
 N = Number